

Education: Program Structure

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1702

Effective Date: June 14, 2004 Version: 1

The Principal of the Education Program is responsible for developing and maintaining a program structure that facilitates the effective delivery of educational services. The program structure will provide:

- A clearly articulated mission for the program that focuses the attention of program staff and others on what the program is intended to accomplish.
- A structure that assists students in moving toward greater independence by increasing their skill level in self-help domains, in the productive use of leisure time and in community integration.
- Accountability, both fiscally and in terms of goal attainment, in order to maintain integrity through documentation and policies and procedures.
- Operational plans that include referral and program entry and exit procedures, safety protocols, monitoring and reporting procedures, Individualized Education Program (IEP) and Section 504 planning processes and guidelines for the operation of a staff team.

Related Procedures...

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Procedure from Policy 1200.1702: Education: Program Structure

- A. The Principal develops, implements, and manages all aspects of the facility according to the parameters that are established by the Department, this policy and the law.
- B. The Principal or his/her designee will ensure that the Education Program addresses the following:
 - 1. Assessment and Education Planning:
 - a. Assessing juveniles' strengths and weaknesses through the use of a variety of screening techniques and instruments;
 - b. Identifying any difficulties experienced by juveniles and communicating that information to professional support staff;
 - c. Distributing the assessment data for overall education planning;
 - d. Facilitating any specialized medical and/or psychological testing that is determined to be essential; and
 - e. Offering a diagnostic perspective of each juvenile's educational needs to the school, court or other involved agencies/individuals.
 - 2. Support Programs:
 - a. Focusing primarily on coping skills for daily detention living and re-socialization skills for return to the community;
 - b. Providing support and information for juveniles to reduce their anxiety about their status;
 - c. Improving the quality of staff-juvenile relationships, helping juveniles to more positively respond to adults as authority figures; and
 - d. Assisting juveniles to increase and improve their independent problem-solving skills.
 - 3. Education:
 - a. Providing an educational experience that promotes achievement and replaces patterns of failure with patterns of success;
 - b. Providing educational services that motivate juveniles to continue their education upon release;
 - c. Providing career/occupational counseling and experiences that emphasize occupational interests, skills, knowledge, habits, and attitude that is required for successful employment; and
 - d. Introducing community resources that support and sustain juveniles.
- C. The organizational structure is designed to effectively facilitate departmental operations as follows:
 - 1. The RITS Superintendent or his/her designee will provide supervision, guidance and support to Principal.
 - 2. The Principal has the overall responsibility for the effective operation of the Education Program and provides direct supervision to the Assistant Principal, Director of Special Education, Senior Clerk Typist, and the Administrative Assistant and others, as appropriate. The Principal also manages the daily planning and operations of the itinerant and career/technical programs and the post secondary education programs.
 - 3. The Director of Special Education provides direct supervision, guidance, and support to the Student Support Programs. He/She is responsible for managing the daily planning and operations of the Language support, Guidance and Math, English Language Learners (ELL) support, Resource support and Clinical support.
- D. The overall program structure for education has three main components that are described in detail in this manual:

1. Middle/Secondary Programs (see Policy 1200.1722, Middle/Secondary Education Program);
 2. General Education Development Program (see Policy 1200.1731, General Education Development (GED) Program); and
 3. Post Secondary Programs (see Policy 1200.1724, Post Secondary Education).
- E. The Principal may reassign supervisory duties and responsibilities as he/she deems necessary and/or appropriate.